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ABSTRACT

This monograph synthesizes information gathered during pilot tests and presents material relevant to developing and implementing a comprehnsive career development program. It provides valuable information for those wishing to improve their career guidance and counseling programs. Discussed in chapter 1 are the following topics: the role of continuous and sequential career awareness, exploration, and placement/follow-through adjustment activities in development of students' career identities; school counselors' role in helping students develop career identities and the need to free counselors from administrative support duties; and challenges posed by increasingly diverse student populations. Chapter 2 outlines a framework using clusters of components pertaining to the following aspects of program delivery/support to identify exemplary guidance programs serving diverse populations: delivery of career guidance programs, collaboration and articulation efforts, and institutional leadership and support given to the career guidance and counseling program. Described in chapter 3 are efforts at the following schools to build comprehensive, integrated career guidance and counseling programs: Springdale High School in Springdale, Arkansas; Metro Tech, a vocational school in Oklahoma City, Oklahoma; and Bryan High School in Omaha, Nebraska. Chapter 4 discusses the national Career Development Guidelines, which served as a catalyst for improving career guidance programs at the three schools. Chapters 1 and 2 contain a total of 23 references. Appended is a schematic depicting a school-to-work model for tech prep. (MN)

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EXEMPLARY CAREER GUIDANCE PROGRAMS: WHAT SHOULD THEY LOOK LIKE?

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INTRODUCTION

A goal of the Office of Student Services (OSS) (formerly the Office of Special Populations) is to promote exemplary program activity and the adoption of model practices. In 1994, OSS developed a framework for identifying exemplary career guidance and counseling programs. The framework was field tested in three high schools known to have exceptional career programs. This document synthesizes information gathered during the pilot tests and presents material relevant to developing and implementing a comprehensive career development program.

Counselors, vocational educators, administrators, and other counseling professionals can gain valuable information from this monograph for improving their career guidance and counseling programs. It is organized into the following chapters:

Chapter 1

- a clarification of the school counselor's role in career guidance and counseling

Chapter 2

- a description of the framework for identifying exemplary career guidance and counseling programs

Chapter 3

- information about three schools striving to build comprehensive, integrated career guidance and counseling programs

Chapter 4

- a description of the *National Career Development Guidelines* (NOICC, 1989)

CHAPTER 1

The Role of the School Counselor

What do school counselors do?
What should they be doing?
Why are they criticized so frequently?

The School-to-Work Opportunities Act of 1994 gives educators opportunities to strengthen the role of counselors.

These and similar questions have challenged school counselors for some time. The School-to-Work Opportunities (STWO) Act of 1994 emphasizes counselor involvement in improving the academic, career, and occupational opportunities of all students, thus offering educators an excellent opportunity to examine and strengthen the role of the school counselor. This chapter focuses on the problem of defining the role of the school counselor and provides a review of literature on (1) student counselees and their needs, (2) the school counselor's role, and (3) how counselors can better assist the nation's increasingly diverse student population.

The Problem

When schools fail to clearly define the counselor's role, school administrators, parents with special interests, teachers, or others may feel their agenda ought to be the guidance program's priority. The results often lead to confusion and criticism. Furthermore, the changing terminology concerning the guidance program exacerbates the situation. Traditionally, the guidance program was considered an ancillary student service isolated from the instructional program and designed primarily to encourage students to attend college. Much of the counselor's work was reactive and crisis-oriented.

Today, there is general agreement that the **guidance program** or **guidance and counseling program** (used synonymously in the literature) refers to a comprehensive, developmental program designed to benefit *all students* in their journey through school and in preparation for the future. The program is designed to address the *developmental* needs of students appropriate to their age group (i.e., elementary, middle, secondary, or postsecondary).

Chapter 1 is an adaptation of the Office of Special Populations' BRIEF circulated in August, 1994.

NOICC Guidelines describe processes of a career guidance program.

The National Occupational Information Coordinating Committee's (NOICC) *National Career Development Guidelines* (1989), which have been adapted by forty states across the nation, list the following *processes* of the career guidance and counseling program:

- outreach
- counseling
- assessment
- instruction
- career information
- work experience
- consultation
- referral
- placement and follow-up

It should be noted that *counseling* is one process of the guidance program and refers to the interaction between a *professional* counselor and an individual or a small group. The school counselor's *counseling* skills are well-defined techniques learned through professional education programs. As certified and/or licensed professionals, most school counselors hold an advanced degree in guidance and counseling or a related field. Ethically, school counselors *only counsel* students concerning normal development situations and refer students with psychological disorders to professionals with appropriate clinical training. Other facets of the guidance program, such as classroom instruction or providing information, are *key components of the guidance programs.*

Ethically, counselors must allow students to make their own decisions.

Adding to the school counselors' dilemma are perceptions that they place students in classes based on their personal biases. Professional school counselors examine their own biases and stereotypes and understand they are *ethically bound* to avoid restricting choices of students. *They are cognizant that students must be made responsible for* all *their decisions—including course selection, program selection, career goals, and future plans.* Obviously, students must be aware of and understand *all* their options if they are to make informed decisions.

The Counselees

In schools today, counselors are required to work with all students regardless of cultural or ethnic background, sex, age, affectional orientation, special needs, class, and so forth, making it imperative that counselors understand their students' needs. In a 1990 study, Nevo (1990) found student-counselees

rated discussions with the counselor as more important than objective tests, interests inventories, or vocational information. Thus, it is critical that counselors understand and respond to the needs of the nation's increasingly diverse student population.

Students need to understand themselves to explore and plan a career.

According to the NOICC's *National Career Development Guidelines* (1989), students need assistance in (1) increasing self-knowledge, (2) educational and occupational exploration, and (3) lifelong career planning. Maddy-Bernstein (1994) adapted these elements in her framework for identifying exemplary career guidance and counseling programs by expanding the first group to include "self-advocacy" and the third group to include career preparation and transition. Gysbers (1988) lists the following career developmental needs of students:

1. **Students need improved and expanded opportunities to become aware of and develop their career (self) identity.**
   Many students are disadvantaged when it comes to opportunities for career development. They have inadequate sampling of work world models on which to base their emerging career identity. It is not that they don't have any, but those they have generally are inadequate. A lack of such opportunity, however, does not result in an occupational knowledge and value vacuum. Opinions are formed, judgments are made, and many times these result in premature educational and occupational foreclosure. An opportunity unknown is not an opportunity at all.

2. **Students need improved and expanded opportunities to conceptualize their emerging career identity through continuous and sequential career exploration activities.**
   Students need a chance to explore and test out some of their notions about the work world. Possible career options require continuous testing to help them evaluate what such options may mean to them. Students need opportunities to ask themselves the questions, "What do these options mean to me as I'm developing in my career identity?"

3. **Students need improved and expanded opportunities to generalize their emerging career identities through effective placement and follow-through adjustment activities.**
   They need help in translating their emerging career identities into reality. Students need the opportunity to continuously and systematically explore and test out from an internal frame of reference their personal attributes in relation to the wide range of educational and career opportunities that may be available to them. It should be clearly understood that the primary goal is not to have students choose careers to fit jobs, but rather to enlarge students' capacities and vision to make decisions about themselves and their career development in the context of the society in which they live, go to school, and work. (p. 117)

Furthermore, the STWO Act of 1994 explicitly states the strong need for career education and career development programs for all students. For this to take place, they will need information sharing, communication, career education, labor market information, job placement, work experience programs, counseling and assessment, and public relations (Ettinger, Lambert, & Rudolf, 1994).

The Counselor's Role

Ambiguity about the role of counselors creates confusion.

School counselors have traditionally been expected to fulfill diverse—and often conflicting—roles. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, and psychological helper. The ambiguity regarding counselors' roles and expectations has created confusion among teachers, support staff, parents, and students. Ettinger et al. (1994) note that "in some schools, counselors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with students. There is little time for comprehensive career exploration and planning for life after graduation" (p. 25). In addition, facilities and resources for planning and implementing career guidance and counseling programs are sadly lacking. The student–counselor ratios (e.g., 1:350) in most schools limit the services that school counselors can deliver. The following list of tasks is limited, yet, typical (Gysbers & Henderson, 1994):

- Counselors register and schedule all new students.
- Counselors are responsible for giving ability and achievement tests.
- Counselors teach classes when teachers are absent.
- Counselors send students home who are not appropriately dressed.
- Counselors assist with duties in the principal's office.
- Counselors compute grade-point averages and are in charge of student records.
- Counselors are assigned lunchroom duty and supervise study halls.

For counselors to be effective, auxiliary or administrative support functions must be eliminated.

With the whole gamut of unrelated assignments of counselors, it is not surprising that various guidance needs of many students are not met. Few studies have explored what school counselors actually do or should do at the elementary level (Carroll, 1993; Morse & Russell, 1988) and at the secondary level (Tennyson, Miller, Skovholt, & Williams, 1989), but counselor educators and researchers are in agreement—auxiliary or administrative support functions must be eliminated from counselors' day-to-day activities if they are to be effective in fulfilling their roles.

Responding to Diversity

Understandably, school reforms, workplace demands, and the changing economy and workforce demographics dictate new expectations for school counselors in the 1990s. Many believe school counselors can be a key force in preparing the nation's diverse student population for the future. With the passage of the STWO Act of 1994, school counselors are being entrusted to take the lead in assisting our nation's young people to smoothly transition from school to work.

Counselors must meet the challenges of responding to the needs of an increasingly diverse student population.

As they comply with the STWO Act's mandates, they must also meet the challenges of accommodating the needs of an increasingly diverse student population, including girls and women as well as the college-bound and the noncollege-bound. They are called upon to provide leadership and

facilitate schools' efforts to assist the career developmental needs of all their students. To enable them to meet the expectations of the student-counselees they serve and to have an impact in educational reform, it is important they not be burdened with any non-career guidance duties (Hoyt, 1990).

There are several well-defined models available to educators who seek to revamp their guidance programs (Feller et al., 1992; Walz & Ellis, 1992). Walz and Ellis (1992) discuss three model career guidance and counseling programs—Gysbers' *Comprehensive Guidance Program Model*, Myricks' *Teacher Advisor Program Model*, and Purkey's *Invitational Learning for Counseling and Development*—proven to be effective in providing assistance to students with diverse needs. Each program has a solid conceptual foundation and has been field validated through extensive and successful use in school programs across the nation. Walz and Ellis also point out how the combined use of these programs can bring about a special guidance synergism.

Counselors can make a difference!

Much is expected from school counselors. The impact of counselors in the lives of students as reflected in the words of one of the counselees in Nevo's study (1990)—*The counselor helped me to deal with my personal problems, and even though these were not directly related to my vocational choice, they were still relevant to my choosing a career*—can be powerful.

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CHAPTER 2

Exemplary Career Guidance and Counseling Programs for the Nation's Diverse Student Population: A Framework

Career Guidance and Counseling—key to addressing the needs of a diverse student population

America's school population has become increasingly diverse. Clearly, a substantial social and educational effort is required to alleviate the problems associated with our growing diversity (e.g., high dropout rates, crime, high unemployment rates, teen parents, substance abuse, and increased poverty). While guidance and counseling is only one component of the educational effort required to better assist students with diverse needs, it is a very important one. Because of this, a major activity of the National Center for Research in Vocational Education's Office of Student Services (OSS) (formerly Office of Special Populations) is to identify exemplary career guidance and counseling programs serving diverse student populations and disseminate information about them to the field.

This chapter describes a framework for identifying exemplary career guidance and counseling programs that was tested at selected pilot sites during 1994. For 1995, a major activity of OSS is to conduct a national search of career guidance programs that assist *all* students—secondary and postsecondary—to successfully transition from school to work or to further education. Under the STWO Act of 1994, the term "all students" means *both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.*

Background

The Office of Student Services draws on past successes of identifying exemplary programs.

Since 1990, OSS has conducted an annual search for exemplary vocational education programs serving students who are members of special

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Chapter 2 is an adaptation of the Office of Special Populations' BRIEF circulated in May, 1994.

populations. The framework used to identify those programs resulted from a year long research project undertaken by NCRVE researchers (Phelps & Wermuth, 1992). The research, which was specifically designed to provide OSS with a structure for identifying effective vocational programs serving students with special needs, included a review of previous studies on effective programs and practices, project reports from selected state boards of education, legislation, and a national survey of special needs educators. To date, that annual search has recognized 25 excellent programs that target one or more of the populations defined in the 1990 Perkins Act. Identified programs are located at secondary schools, vocational/technical centers, community colleges, and community agencies. OSS draws on its successes in identifying exemplary vocational programs serving students with special needs in recognizing exemplary career guidance and counseling programs.

Definitions

It is generally accepted that **career development** is a lifelong process which incorporates general education, occupational training, and work, as well as one's social and leisure life. **Career education** is the process designed to assist individuals in their career development. **Career guidance** is one component of a career education program. According to the *National Career Development Guidelines* (NOICC, 1989), a career guidance program has the following characteristics:

- Is identifiable but integrated with other programs within the institution.
- Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.
- Uses coordinated activities designed to support student achievement of the standards.
- Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials and financial resources; and effective management.

- Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards. (Local Handbook for High Schools, p. 1)

The Guidance and Counseling Framework

The framework for identifying exemplary guidance programs serving diverse populations consists basically of three clusters of components: (1) the delivery of career guidance programs; (2) the collaboration and articulation efforts; and (3) the leadership and support given the career guidance and counseling program by the institution (e.g., high school principal, community college administration, policies that support the program, evaluation, and follow-up policy and practice).

Delivery of career guidance programs

Most of the first set of components—*Career Guidance and Counseling Program Plan*—are adapted from the *National Career Development Guidelines* (NOICC, 1989). According to a Department of Labor publication (Allum, 1993),

> there is widespread agreement that career guidance, properly implemented, addresses three broad competency areas involved in the career development process. [The author notes these competency areas abound in the literature and are reflected in the *National Career Development Guidelines*.] Ideally, career guidance programs will enhance:
>
> (1) Self-knowledge and self-awareness: Conscious examination of personal values, interests, and goals [including the assessment program];
>
> (2) Educational and occupational exploration: Presentation and integration of information and experience; and
>
> (3) Decision-making and career planning: Understanding the interrelations between the self and the world and developing skills to make realistic choices and rational decisions. (p. 9)

While addressing the needs of diverse student populations should be inherent in all the elements of exemplary guidance programs, this first set of components is included to determine how economic status, gender, culture, race, and ability differences are met. In addition, support services (e.g., peer counseling program, volunteers) enrich guidance programs.

Collaboration, articulation, and communication efforts

The second group of components—*Collaboration, Articulation, and Communication*—stresses the significance of forging strong partnerships with parents, businesses, teachers, and community organizations. Effective career guidance and counseling programs have substantial community and business support.

Institutional support, leadership, and program evaluation

The third set of components—*Institutional Support, Leadership, and Program Evaluation*—are typical of any good program. Such programs have strong administrative support, financial assistance, ongoing program evaluation, a comprehensive professional development program, qualified personnel, and follow-up to determine outcomes. (See Figure 1.)

The framework for identifying exemplary career guidance and counseling programs serving diverse student populations is drawn from several studies and reports (Brolin, 1989; Brolin & Gysbers, 1989; Burac, 1992; Herr, 1995; Hohenshill & Szymanski, 1989; McDaniels & Gysbers, 1992; Phelps & Wermuth, 1992; Super, 1990), in addition to the *National Career Development Guidelines* (NOICC, 1989) and the U.S. Department of Education's Peer Review System for Identifying Exemplary Guidance and Counseling Programs.

The framework is drawn from several research studies.

The guidance and counseling framework was reviewed by a panel of national leaders in the field of career guidance, the Board of the American Vocational Association's Guidance Division, and practitioners in a comprehensive high school and an area technical center. It was tested at selected pilot sites during 1994 and a national search began in February, 1995.

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FIGURE 1

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Guidance and Counseling Program Plan

1. Assisting Students/Clients:
   - 1.1. In Increasing Self-Knowledge and Self-Advocacy
   - 1.2. In Educational and Occupational Exploration
   - 1.3. In Lifelong Career Planning, Preparation, and Transition (Adapted from the National Occupational Information Coordinating Committee's (NOICC) *National Career Development Guidelines*, 1989)
2. Addressing the Needs of Diverse Student Populations
3. Program Support Services

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support
2. Faculty/Staff Involvement in Career Guidance and Counseling Program
3. Intra- and Interagency Collaboration
4. Collaboration with Business

C. Institutional Support, Leadership, and Program Evaluation

1. Institutional Support (Administration/Governing Body)
2. Facilities
3. Financial Support
4. Guidance Personnel Qualifications
5. Professional Development
6. Program Evaluation
7. Follow-up of Program Completers and Noncompleters

To be eligible, career guidance and counseling programs

- must be operational and have two or more years of measured outcomes.
- must have the full range of options including vocational-technical careers.

CHAPTER 3

Model Program Sites

NCRVE researchers pilot tested the framework in urban and rural sites.

In order to validate the framework for identifying exemplary career guidance and counseling programs, NCRVE staff conducted site visits to schools believed to have exceptional career guidance and counseling programs. The visits took place during 1994. The team compared the career development programs in the schools to the preliminary framework described in Chapter 2. Generally, the framework remained intact.

Urban and rural sites were selected for the field test based on the following criteria. They typically have (1) a more diverse student population and (2) fewer resources than the more affluent suburban school districts. The two selected urban sites are members of the NCRVE Urban Schools Network of large urban schools districts working to reform their education system. A small, rural school in Arkansas was selected as the rural site.

The schools selected share some commonalities, yet, are distinctly different. Each of the programs has energetic leaders who possess a vision for the future; each has ongoing school improvement programs; all focus on student needs; and all serve a diverse student population. These programs also have staff who actively set about finding ways to overcome barriers to student success.

The Site Visit Team

The urban sites were visited by team members Carolyn Maddy-Bernstein, director of the NCRVE Office of Student Services and Linda B. Auman, director of guidance and counseling and vocational coordinator in Springdale School District, Springdale, Arkansas. Maddy-Bernstein has worked many years in public schools, including nine years as a counselor, and holds a doctorate of education in counselor education with an emphasis on career guidance and counseling. Auman has a master's in guidance and counseling with an emphasis on career development. She also has many years of experience in guidance and counseling in public schools.

During the school year 1994-1995, Maddy-Bernstein visited Springdale High School where Linda Auman is career guidance coordinator and vocational coordinator. Auman thoroughly reviewed the NCRVE preliminary framework and compared all aspects of the Springdale High School's guidance and counseling program to the components of the framework. Auman also served as an NCRVE consultant, joining Maddy-Bernstein on site visits to Oklahoma City's Metro Tech and Omaha, Nebraska's Bryan High School. The latter two visits took place in the fall of 1994.

Prior to the site visits, NCRVE staff consulted with site personnel extensively to ensure programs were appropriate for comparison to the framework. While on-site, the two team members interviewed staff members; made tours of the facilities; and talked with teachers, students, administrators, and counselors. Each visit lasted for a day.

SPRINGDALE HIGH SCHOOL
Springdale, Arkansas

Springdale High School (SHS) in Springdale, Arkansas is a public secondary school serving diverse groups of students in grades 10-12. Its mission is to *provide challenging opportunities for EVERY student in a positive environment.* To achieve this end, Springdale High School is heavily involved in the Tech Prep movement, School-to-Work Transition (youth apprenticeship), and is one of the 19 Southern Regional Educational Board (SREB) work-based learning grant sites. It has also been selected as a *High Schools That Work* site. The *High Schools That Work* initiative is based on the belief that students in general and vocational programs of studies can master complex academic and technical concepts and skills if schools create an environment that encourages students to make the effort to succeed. The two major goals of the program are to (1) increase mathematics, science, and communication achievement of students in general and vocational studies to the national average of all students by the year 2000; and (2) combine the basic content of traditional college preparatory English, mathematics, and science courses with vocational studies in grades 9-12.

The Springdale High School (SHS) guidance program uses a competency-based model.

The SHS's strong comprehensive guidance program is the key to the success of these initiatives. In order to achieve their goal "to prepare all students for the choices and challenges of the 21st century," the SHS guidance program has successfully moved from the traditional "available upon demand" model to a competency-based model. Through the latter model, the desired competencies for graduating students are identified and matched with programs and activities implemented through the guidance program. Counseling personnel collaborate with the administration and faculty to plan and implement the program. **Linda Auman**, who serves as both guidance coordinator and vocational coordinator, provides leadership for the comprehensive developmental career guidance program in Springdale High School. Ms. Auman and the four credentialed school counselors who make up the guidance staff have established a model program. Indeed, both the vocational program and the guidance program are recognized as exemplary programs in Arkansas. Career guidance professionals and educators come often to observe this unique career guidance program in action.

SHS school counselors and personnel face the challenge of responding to the needs of a diverse student population. Springdale, Arkansas is located in a rural area with a very low unemployment rate (3%). While there is an abundance of jobs, many are entry-level and/or low paying. The majority of these jobs are in the poultry industry. A large segment of the SHS student population are from rural, economically disadvantaged families. Many are children of migrant farm workers and have limited-English proficiency. Too often, their parents do not have the information or skills to help them make informed career, occupational, or educational decisions.

The Career Development Program Components

The components of the SHS guidance program were compared to the three clusters of components described in the framework for identifying exemplary career guidance and counseling programs (see pages 11-12). The strengths of the guidance program at Springdale High School were validated by the presence of program components that research shows successful programs possess.

Through the "Career Action Plan," counselors can address students' guidance needs effectively.

Career Guidance and Counseling Program

The career guidance and counseling program of Springdale High School is part of a total team effort within the school to help their 1,600 students prepare for the world of work or further education. A teacher advisor system, based on a "Career Action Plan" (CAP), makes it possible to respond to the career guidance needs of this large number of students. *The CAP serves as a guide to assist students and their parents to explore educational and occupational possibilities by using extensive information about the students.* Teacher advisors, trained by the counselors, meet monthly with approximately 20 students. The junior high school teachers work with students during their eighth and ninth grade, while senior high school teachers advise them during their tenth through twelfth grades. Teacher advisors meet with students for a minimum of one hour each month. The advisor also meets annually with each student and her/his parent to plan for the following year. Counselors assist advisors throughout this program by providing inservice, offering information and strategies for the meetings, and providing materials. Curriculum units on video with accompanying handouts help the advisors give consistent information to students. The videos were prepared by counselors and are tailored to the educational/ employment needs of Northwest Arkansas.

The following is an overview of the students' career guidance and counseling program by grade:

Eighth graders begin building their career portfolios.

Eighth Grade

Springdale students receive intensive career guidance beginning in grade eight, when they take a one-semester course called Career Orientation (CO). During the course, their learning styles, career interests, and aptitudes are assessed. Information gathered from these assessments is used during the initial CAP conferences, and reviewed and updated in succeeding CAP conferences in grades 9-12. During the CO classes, eighth graders begin building their **career portfolio** which includes scores on standardized tests, learning styles, career interests, as well as previous grades. At this stage, students get a better grasp of their career aspirations by understanding and analyzing their individual strengths and weaknesses. The first CAP conference occurs in the spring of eighth grade when parents, the student, and a trained teacher advisor review career plans and programs of study.

Ninth graders learn about
- *teamwork*
- *use of leisure time*
- *conflict resolution*

Ninth Grade

In the ninth grade, students participate in guidance activities that stress teamwork, use of leisure time, and conflict resolution. The Economic Education Program—the district's K-12 career education program which emphasizes K-7 career exploration—gives students the opportunity for job shadowing that increases their understanding of the relationship between work and learning. The second annual student/parent/advisor CAP conference takes place in the spring. Goals for the upcoming year are also set during this meeting.

Tenth-grade students meet with CAP teacher advisors for career review and planning.

Tenth Grade

When students come to the high school campus in the tenth grade, they are assigned peer helpers who—under the guidance of the high school counselors—help facilitate their transition from junior to senior high school. Students are also assigned their CAP teacher/advisor who meets with them each month for career review and planning. Teacher advisors use curriculum units (video and worksheets) designed by area counselors to provide accurate planning information. Students begin choosing a "major" and developing a program of study, which includes the selection of courses for grades 11-16. The *Choices* computerized interest inventory, with follow-up and education information, is administered to all tenth graders. The information is used during the annual parent/student CAP conference in formalizing a program of study and sequence of classes.

Juniors experience
- *work-based learning*
- *community service*
- *job shadowing*

Eleventh Grade

Juniors continue to meet monthly with teacher advisors and receive career planning information. They are given opportunities for work-based learning, community service, and job shadowing. The ASSET by ACT, a college placement test used by community colleges and technical institutes, is administered to all juniors in the spring. Those who show deficiencies which require remedial courses in college are encouraged to take an acceleration course during their senior years. Students may then retake the ASSET and use the improved score for placement. Business representatives and counselors collaborate in developing a school-to-work conference where students attend a general session and then choose "break-out" sessions led by teams of teachers and business partners. Junior students also have the option to take the Armed Services Vocational Aptitude Battery (ASVAB).

During the annual CAP conference, students and parents work with a teacher advisor to plan the senior year and the transition from school to work or to more education.

Seniors receive assistance in their transition to work or further education.

Twelfth Grade

Seniors also meet with their teacher advisors monthly to update career portfolios. Community service is encouraged by giving elective credit options. In addition, students learn the importance of volunteerism in the community. Students use sophisticated software in the Media Center and the Career Center to explore career opportunities and colleges. Representatives from the military, postsecondary institutions, and the community are available to meet with seniors in the Career Center on a regular basis. Students are given maximum assistance in applying for work, college, financial aid, and scholarships. The College View program located in the Career Center allows students to electronically apply to many colleges and universities. An annual event that juniors and seniors look forward to attending is the College Fair at SHS where they meet admission personnel from the military and over 60 colleges. Additionally, they learn of job opportunities in Northwest Arkansas by participating in the Career Fair hosted by the Chamber of Commerce.

Grade Improvement Program

All sophomore SHS students who are at-risk of failing (those with multiple Ds and Fs) take part in the grade improvement program (GIP). Through the GIP, students participate in workshops focusing on goal setting, study skills, assertiveness, time management, self-advocacy, and "school survival." The GIP is conducted by school counselors who meet weekly with students in groups of 6-8 to teach them study skills and provide them with the needed support for behavior change. The program is an excellent means of providing group counseling as 150 to 200 students meet weekly with counselors in small group settings.

State-of-the-art career center is the focal point of the program.

Career Center

SHS students frequently take advantage of the Career Center housed in the SHS Guidance Department. This state-of-the art facility, which is open to students and parents any time of the day, contains the most current

technology in educational and occupational exploration. Counselors and trained student aides are on hand to help students and/or parents maximize the information available at the Career Center. At the beginning of each year, students receive orientation on the wide range of information and technology available in the Center. In addition, teachers often bring classes to the Center to conduct career research.

Collaboration, Articulation, and Communication

Over the years, SHS personnel have learned that by working together they can "do a whole lot more a whole lot better." Counselors, teachers, and the administrators are committed to assisting their students in achieving a successful life. The career guidance and counseling program works because of the solid working relationship that exists among the school staff. Counselors work closely with Northwest Arkansas Community College and Northwest Technical Institute to facilitate the movement of students to postsecondary education.

In January 1995, Auman and career counselor Jan Struehing began co-teaching a one semester class entitled "Educators in Industry." Twenty district teachers receive staff development credits for the class which meets weekly. Local business or industry representatives help make education more relevant to the workplace by meeting with the class participants each week.

Parents are actively involved in their children's career planning.

Parental support is essential in making a student's program of study relevant to his or her career goals. Parents participate in each step of their student's career planning and attend CAP conferences each spring. This program has completed its third year with extremely positive feedback from parents. It is clear that parents who would have otherwise opted to be uninvolved participate in these annual career conferences.

Institutional support includes

- ***increased professional development activities***
- ***improved guidance facilities***

Institutional Support, Leadership, and Program Evaluation

Administrative support for the career guidance and counseling program at SHS is visible. Increased professional development activities and improved facilities exemplify the administrative leadership that career guidance and counselors at SHS receive.

The guidance program is housed in an impressive facility that includes a large reception area, a full-time registrar's office, five large counselor offices, a centrally located Career Center, a classroom that seats 40, a room for small group activities, a large conference room, and men's and women's restrooms. The Career Center is equipped with the latest technology including twelve computers, e-mail capability, and a sophisticated phone system.

The involvement of SHS in the *High Schools That Work* initiative has helped administrators of Springdale Public Schools realize the importance of an effective guidance program. To strengthen the different components of the career guidance and counseling program at SHS, professional development activities have been planned. Counselors regularly attend various workshops to improve their skills on career counseling, group counseling, individual counseling, and assessment. Counselors have initiated model programs for student improvement including the Grade Improvement Program and Renaissance Program. As a result, student performance has improved significantly. Other student-oriented programs initiated by this innovative team of counselors include Peer Helpers, Elementary Tutors, and opportunities for students to receive school credit for community service. Additionally, school counselors assist students in the school's Learning Center/Night School, an alternative education program designed to prevent and reclaim dropouts of all ages.

Guidance personnel conduct inservice activities for other school staff.

Part of the re-education of school personnel at SHS is a team effort to change the traditional role that counselors play. In return, the guidance staff have made themselves available to school staff by conducting the following inservice activities:

- problem solving in the classroom
- training of peer helpers, elementary tutors, office helpers, center helpers, and CAP teacher advisors
- NAEP results and norm-referenced test results
- curriculum alignment

- conflict resolution and anger management
- Grade Improvement Program
- utilization of the Career Center

The SHS counselors also make presentations about their guidance program at national conferences (e.g., American Vocational Association Convention, National Youth At-Risk Conference, SREB Conference). Inservice activities they attend or conduct have energized them and advanced their professional growth.

SHS personnel work as a team to improve their guidance program.

The commitment of key players (i.e., counselors, teachers, parents, administration, business and industry, and students) to improve the guidance program at SHS accounts for the success of the program to (1) expose students and parents to different educational and occupational opportunities, (2) respond to the counseling needs of a diverse group of students, and (3) assist students to successfully transition from school to work and/or postsecondary education. Action-oriented as they are, the SHS personnel continue to make things happen for their high school students.

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METRO TECH
Oklahoma City, Oklahoma

Metro Tech, one of 29 area vocational schools in Oklahoma, is located in Oklahoma City. The school serves over 10,000 students annually, most of whom are enrolled in short-term evening classes and industry training programs. Approximately 1,400 students are served during the traditional school day, almost half of whom are secondary students and the rest adults.

Adults and secondary school students are taught in the same programs. Metro Tech has five campuses and a myriad of programs and services to accommodate students. All publications are offered in a number of languages.

Career guidance program is totally integrated.

While the NCRVE team focused on the Metro Tech's career guidance and counseling program during the site visit, the program really defies conventional review. The school is integrated so well into the area that the team found it difficult to separate Metro Tech's career guidance and counseling program and other programs from the city's high schools and middle schools as well as the business community. Students attend specific skill classes on the five campuses that make up Metro Tech, but most of their programs are intertwined with area schools, businesses, service groups, and organizations.

Oklahoma City covers a very large geographic area and has a diverse student population, 56% of whom are members of a minority group. The city is faced with the same problems (e.g., large numbers of economically deprived students, gangs) that plague many urban areas today.

In 1991, a consortium of Oklahoma City schools initiated Project SOAR (Success Opportunities through Articulated Resources) to plan and implement an articulated academic and vocational education program for area students. Project SOAR includes career education and preparation components with leadership and commitment from all the consortium members. The consortium that includes Crooked Oak Public Schools, Millwood Public Schools, Oklahoma City Public Schools, Metro Area Vocational-Technical Schools, Oklahoma State University-Oklahoma City, University of Central Oklahoma, Oklahoma City Community College, and Oklahoma State University-Stillwater participate in the NCRVE Urban Schools Network. As one of the high schools in the Oklahoma City Public Schools, Metro Tech has benefited from the services and resources available through the consortium. **Ken Groth** was the coordinator of Project SOAR.

The Career Development Program Components

The various elements of the Metro Tech's career development program were compared to the program components of the framework for identifying exemplary career guidance and counseling programs. These components include (1) Career Guidance and Counseling Program; (2) Collaboration, Articulation, and Communication; and (3) Institutional Support, Leadership, and Program Evaluation.

Metro Tech counselors use a three-part career development model.

Career Guidance and Counseling Program

The Oklahoma City schools career guidance and counseling program follows guidelines issued by the Oklahoma Department of Vocational and Technical Education, adapted from the *National Career Development Guidelines* (NOICC, 1989). The state has made an extensive effort to support comprehensive, well-integrated career guidance and counseling programs that are preventive in nature and based on a strong career development curriculum. Local guidance and counseling programs are provided with excellent materials, technical assistance, and a wide array of staff development opportunities, including monthly counselor meetings among consortium counselors.

The Metro Tech/Oklahoma City Career Development Model has three parts: (1) *awareness*, (2) *assessment*, and (3) *planning*. Each part has a curriculum that is integrated into school programs. (Appendix A contains a graph of this model.)

Through this career development model, students from Metro Tech enjoy extensive career guidance and counseling that helps prepare them for the world of work or further education.

- **Career Awareness Phase**

  Students in grades K-6 are helped to understand (1) how they fit into the work world, (2) the role of work, and (3) basic knowledge about the clusters of occupations.

- **Career Exploration Phase**

  This phase is designed to help students in grades 7-8 discover more about their individual interests, abilities, values, and needs. They

explore jobs and how they fit into the world of work through hands-on exploration, career assessment, career videos, job shadowing, career mentoring, or actual job experience.

All Oklahoma City eighth grade students must complete a six-year plan of study that includes a coherent sequence of courses that leads to a career major. The plan includes career planning, college, and financial aid planning.

- **Preparation and Application Phase**
  During this phase, students in grades 9-14 acquire career preparation including the development of specific occupational skills, academics, and mastery of workplace basics. This phase also includes two years in postsecondary programs where more preparation and application take place.

Counselors help students move from one developmental stage to the next.

Metro Tech counselors work with home school counselors in a variety of activities. All counselors assist students to transition from one developmental stage to the next. Home and school counselors administer and interpret career assessments and enroll students in the courses they select. Metro Tech counselors actively recruit students from comprehensive high schools into appropriate vocational programs. All counselors assist students in selecting career majors, and provide parents and students with information on all postsecondary options including military, vocational-technical career preparation, and college, as well as available fellowships/scholarships. Specifically, they coordinate college visits with student services staff of two-year colleges (e.g., ACT, admissions tests, financial aid forms, tours).

A career resource center exists in every school.

Each of Oklahoma City's eleven middle schools and twelve high schools has a **Career Resource Center (CRC)** to serve every student in the school as well as many adults in the community. The CRCs, which are funded collaboratively through the Project SOAR, Metro Tech, and the vocational-technical education program, serve as a hub, not only for dispensing information, but for the school's career development curriculum. They are located in the school's library and overseen by a full-time coordinator and

several volunteers. Students, counselors, and teachers routinely use the computers and other resources of the CRCs. The centers are busy places where many activities occur simultaneously. They contain a number of computers with career development software programs as well as print and audiovisual materials. Activities targeting the community are scheduled during evenings.

The NCRVE team also visited the Northwest Classen High School Career Resource Center (CRC). **Theresa Wilson**, CRC coordinator and a vocational education specialist, is an energetic, creative individual who is credentialed for all grade levels and adults/community college. Under her direction, the NCHS CRC is a productive place. CRC files a portfolio on both disk and hard copy for every student. The portfolio is assembled by the student with guidance from counselors, teachers, and CRC staff. When completed, it contains extensive student information, including assessment data, coursework, successes, honors, a résumé, and a career plan. Students actually earn one credit in the CRC by completing a comprehensive career development curriculum that includes making a video interview, learning the "Top Jobs in the 2000s," "dressing for success," and completing a four-year education plan.

The CRC is easily accessible and strives to serve every student in the school. One of CRC's student aides is a physically challenged student who was born without arms or legs. He constantly zips around the CRC in his wheel chair, answering questions and assisting students who request his help. LEP students have translators and materials in their first language.

Students can use interview clothes available in career resource centers.

Students who are job seeking are assisted by the CRC's Placement Referral Service. Employers notify the CRC of openings which are then posted on the computer. Students who need appropriate clothing for the interview visit the "Dress for Success Closet" where they choose from a wide array of new clothes that have been donated by area businesses. If they get the job, they may keep the suit or dress.

Metro Tech continually endeavors to meet the needs of its diverse student population. Funds are targeted for support services, including translators, interpreters, transportation for people with disabilities, special software, mentoring programs, advisement programs, and accommodations as determined on an individual basis.

Faculty, parents, and other school staff support the Metro Tech guidance program.

Collaboration, Articulation, and Communication

Faculty and staff are very involved in the career development program. Teams of teachers visit business and industry on a regular basis; librarians and media specialists work with CRC staff to promote programs, order information, and collaborate on a daily basis; vocational teachers serve as student advisors to assist students with career information and enrollment; teachers work with CRC staff and counselors to integrate career activities into their curriculum; student aides work in the career centers; and teachers assist students with job placement.

Parents serve on many Metro Tech advisory committees, visit the programs on a regular basis, and play an active part in developing students' six-year plans of study. All students are involved in each phase of the career development program and 256 students even participated in a summer school program entitled "Career Exploration and Preparation" in 1994.

Metro Tech's programs are so interrelated that it is difficult to separate its programs from the city's high schools and middle schools as well as the business community, service groups, and organizations. There are a number of advisory teams, alliances, and programs that involve community representatives, including mentoring, guest speakers, shadowing, field trips, and career days.

Strong financial backing, institutional support, and good facilities are evident.

Institutional Support, Leadership, and Program Evaluation

The team quickly learned that Metro Tech staff are committed to assisting students. Their programs have solid financial backing, strong institutional support and leadership, and good facilities. The staff are well-qualified, credentialed individuals who have been carefully selected. Comprehensive, ongoing evaluation, which includes follow-up of all former students, is the

key to program improvement. There is an extensive professional development program to enhance staff performance.

For additional information about the Metro Tech career guidance and counseling program, contact

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BRYAN HIGH SCHOOL
Omaha, Nebraska

The Omaha Public School District strives to be responsive to the demands of this rapidly changing world by making significant staff-initiated, research-based, and student-focused restructuring efforts. Staff at Bryan High School (BHS), one of the seven senior high schools (grades 9-12) in the Omaha Public School District in Nebraska, are in the process of restructuring their school. A part of their effort began in the fall of 1991 when BHS was one of two schools that started a three-year project known as "Careers 2000." The project's goals were as follows:

- To provide secondary educators with opportunities and experiences which facilitate the integration of academic, vocational, and applied technology education.
- To increase work-skill attainment and job-placement competencies for *all* students.
- To expand and enhance long-term linkages between the school district, the workplace, community-based agencies, and postsecondary institutions.
- To improve the successful participation of all students in coherent course sequences integrating academic and vocational education.

- To increase the relevance of secondary education to the workplace, to emerging workplace needs, and to a full spectrum of postsecondary opportunities.

In the three years of the Careers 2000 project, BHS has accomplished the following:

- a career cluster model which requires students to select a cluster which represents their future work interest and provides students with recommended class offerings appropriate for the selected cluster
- an advisor-advisee program that provides all students with a supportive and caring staff member who would "follow" his or her advisees through their four years at BHS
- the "write stuff" program—a writing curriculum developed in 1992 and coordinated by a BHS journalism teacher, which encourages teachers to provide students with more writing opportunities in the different subject areas
- block scheduling that presents the current curriculum in a different time format (i.e., 90-minute block) to provide students with more intensified practice to develop critical thinking skills and gain concepts in a given content area

Implementing a proactive, comprehensive, and developmental guidance program is a priority at Bryan High School.

The school staff recognize that implementing change in schools is a difficult process but they continue to intensify their restructuring efforts. Careers 2000 is their first effort. They are also working with administrators, parents, students, and the community to enhance their career guidance and counseling program to be more proactive, comprehensive, and developmental in nature. All these restructuring efforts are intended to serve the 1,200 students who attend BHS each year, including 34% who are on free or reduced lunches and 6% who participate in special education programs. **Tom O'Hara** serves as the site coordinator for Careers 2000.

The Career Development Program Components

During the NCRVE team's visit to BHS, Maddy-Bernstein and Auman found a school in transition and committed to change. They observed the following components of the career guidance program.

Counselors use an outcome-based curriculum.

Career Guidance and Counseling Program

The guidance program at BHS uses an outcome-based curriculum consisting of well-organized goals and outcomes. Counseling staff, curriculum developers, and other teachers put together this curriculum that is reflective of the school's as well as the district's commitment to quality education. This curriculum has helped create a smooth student transition from various levels of education (from elementary to junior high school, from junior high to high school, and from high school to further education and work), which includes the use of the four-year planning folder/portfolio.

Student portfolios contain career goals and educational plans and scores on interest inventories, aptitude tests, and learning styles assessments. Counselors work with teachers, business and industry representatives, and parents to guide students in building their portfolios.

In 1992-1993, BHS initiated an advisement program to provide students with guidance and an opportunity to communicate their educational and career concerns. Every staff person (including the principal) was assigned an advisory group designed to foster a personal relationship between staff and students. Sixteen randomly selected students (four from each grades 9-12) were assigned an advisor. The groups met every school day for 13 minutes to discuss academic, social, and personal issues. The program has been popular with both students and advisors as indicated by the following end-of-year evaluation results by advisors, parents, and students/advisees:

> Eighty-one percent (81%) of the staff, eight-two percent (82%) of the parents/guardians, and seventy-five percent (75%) of the students rated the advisement program as good or very good.

Implementing a comprehensive career development program has not been without problems. For one, BHS counselors realize that adequate time is

needed to implement and later institutionalize the program. In addition, implementation of the curriculum is hindered by excessive nonguidance-related assignments (e.g., hall duty, bus duty, supervision). Efforts are being carried out to make assigned duties directly related to the guidance curriculum. Nevertheless, counselors remain resolved to overcome these barriers. The recent restructuring at BHS has given the guidance program a big boost.

BHS's plan to restructure their program clearly outlines how the school will meet the needs of every student. Beginning with the advisement program, BHS is also in the process of building a special support system for ninth graders. The staff's curriculum design and instructional strategies are sensitive to multicultural issues and take into account the varying learning styles of students. Furthermore, student work experiences will be coordinated with the learning process. Indeed, the school is moving toward a community and family center concept with extended hours of operation and services.

Collaboration, Articulation, and Communication

The guidance program has the support of parents, community members, administrators, teachers, and students who recognize the importance of a quality guidance and counseling program. Parents are invited and encouraged to attend postsecondary planning nights, financial aid workshops, and parent-teacher conferences. They also participate in guidance and counseling sessions involving their children. An advisory committee, which includes parents, helps assess and recommend the future direction of the guidance program.

A supportive relationship exists between teachers and students; teachers and counselors.

The program has created a supportive relationship between teachers and students, as well as between teachers and counselors. Counselors consult with teachers and other school support personnel on a regular basis to improve services for students. Hence, the increased awareness of students' needs by school personnel is noteworthy.

Institutional Support, Leadership, and Program Evaluation

The Omaha Public School District administration has supported BHS's restructuring activities by allocating local and federal funds to provide

teachers' release time, preparation time, and staff development; to upgrade the guidance facilities; and to pay consultants to assist the staff. The district has also continued to fund the Guidance Information System (GIS), which is an extension of career and college exploration facilitated by elementary and junior high school programs. Additionally, money has been allocated to begin the purchase of computers for use in guidance offices/departments.

During 1992-1993, BHS, with the rest of Omaha's elementary and secondary schools, completed an evaluation of their guidance and counseling program. The school's graduates, current students, and their parents completed questionnaires about the program. Results of this evaluation and that of the "Careers 2000" project were used in improving the BHS guidance program.

While the guidance program has improved, the BHS counselors and staff recognize the need to (1) make better use of the job placement center for student internships, (2) enhance the career development program, and (3) ensure use of the career planning folder/portfolio. At the same time, other school assistance programs and student services should continue complementing the BHS guidance program.

BHS is committed to making its guidance program responsive to its students.

Teamwork at BHS spells success for students. There is much to be done in delivering a more effective, comprehensive career development program, but BHS has taken up the challenge.

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Table 1

Summary of Salient Components of the Three Pilot Sites' Career Guidance and Counseling Programs

Components	Springdale High School	Metro Tech	Bryan High School

Career Guidance and Counseling Program Plan	• Developed an advisor system called "Career Action Plan"
	  • 8th graders build career portfolios that include scores on standardized tests, learning styles, career interests, previous grades
	  • ASVAB is administered to 10th and 11th graders
	  • 11th graders participate in the "Choices" computerized career interest inventory
	  • Juniors and seniors attend College Fair and Career Fair
	• Counselors help students and parents maximize the Career Center, a state-of-the-art facility
		• Adapted the *National Career Development Guidelines*
		• Uses a three-phase career development program model:
		1. Career Awareness Phase
		2. Career Exploration Phase
		3. Preparation and Application Phase
		• Career Resource Center (CRC) serves students through its
		  • Placement Referral Service
		  • "Dress for Success Closet"
			• Uses an outcome-based curriculum
			• Students create a four-year planning portfolio
			• Initiated an advisement program designed to have students and advisors meet on a regular basis
			• Counseling and referral services available every week after regular school hours

Collaboration, Articulation, and Communication	• Parental involvement in transition planning for 12th graders • CAP includes a final conference with parents and students	• Teams of teachers visit business and industry • Librarians and media specialist work collaboratively with CRC staff • Parents serve on advisory committees	• Parents, community, administrators, and teachers show strong support for the guidance program • Parents actively participate in planning nights, financial and workshops, and parent-teacher conferences
Institutional Support, Leadership, and Program Evaluation	• Built a state-of-the-art Career Center • Increased professional development activities for counselors • School counselors conduct inservice activities for other school faculty and staff	• Good financial backing • Improved guidance and counseling facilities • Ongoing evaluation, including follow-up of all former students	• Omaha Public School District allocates local and federal funds to provide teachers' release time and preparation time; to upgrade guidance facilities; and to pay consultants to assist staff • Conducted an evaluation of the guidance and counseling program in 1992-1993

CHAPTER 4

National Career Development Guidelines

The three pilot sites visited by the NCRVE staff exemplify school efforts in improving career guidance and counseling programs. They are committed to meeting the career development needs of all students. Metro Tech has adapted the *National Career Development Guidelines* while Springdale High School and Bryan High School have used these guidelines in designing a career guidance and counseling program that is more responsive to the diverse needs of their students. The *National Career Development Guidelines* served as a catalyst for improving career guidance programs in these schools.

In response to several professional groups including the National Career Development Association, American Vocational Association's Guidance Division and State Supervisors of Guidance, who encouraged the development of guidelines for career guidance programs, the National Occupational Information Coordinating Committee (NOICC) sponsored the *National Career Development Guidelines* initiative in 1987. The guidelines were field tested in 1988 and published in 1989. The *National Career Development Guidelines* were designed to stimulate local, state, and national activities that result in improved career guidance and counseling programs. Specifically, these guidelines are intended to

- strengthen career development programs at all levels.
- enhance the achievement of career development competencies.
- develop local and state career development standards.
- improve existing programs.
- support program evaluation.

Endorsed by a number of national professional associations and organizations (e.g., American Association of Counseling and Development, Association for Computer-Based Systems for Career

The* National Career Development Guidelines *have been adapted by over forty states in designing and implementing a comprehensive career development program.

Information, American School Counselor Association, American Vocational Association's Guidance Division, National Association of State Occupational Information Coordinating Committees, Council of Chief State School Officers, National Association of State Career Development/ Guidance Supervisors, and National Career Development Association), the *National Career Development Guidelines* addresses the following three components that form the foundation for a strong, comprehensive career development program:

1. **Individual Career Development Competencies and Indicators**
   The competencies and indicators are guidelines that describe desired outcomes of career guidance and counseling programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills, and abilities students need to cope effectively with daily life; and to make decisions about secondary and postsecondary education, entering the world of work, and financing further education and training. The competencies and indicators (see Table 2) developed for the elementary, middle/junior high school, high school, and adult levels are organized around three major career developmental areas: (1) self-knowledge, (2) educational and occupational exploration, and (3) career planning.

2. **Organizational Capabilities**
   Organizational capabilities refer to the commitments, structure, and support (e.g., administrative support, physical facilities, and materials and equipment) required for effective and efficient career guidance and counseling programs. Crucial to the successful implementation of a comprehensive counseling program is an administrative support which

   - secures necessary commitments and resources.
   - strengthens program staff members' interests and expertise.
   - redefines staff roles and responsibilities to provide time to deliver the career guidance and counseling program.
   - implements the program in phases so that it is manageable.

- involves internal groups such as administrators and other staff, and external groups such as employers, state agencies, and community organizations.
- uses evaluation results to improve career programs.

3. **Personnel Requirements**

This component outlines competencies needed by counselors and other career development professionals to deliver comprehensive career guidance and counseling programs. They are organized in seven major areas:

1. counseling
2. information
3. individual and group assessment
4. management and administration
5. implementation
6. consultation
7. specific populations

While career counselors who are certified by the National Board for Certified Counselors have demonstrated their skills/competencies in all areas, other career guidance and counseling personnel are expected to have attained some, but not all, of the competencies.

The *National Career Development Guidelines* are designed to strengthen and improve career development programs at all levels in a wide range of settings. It is a comprehensive, competency-based approach to career development that serves as a blueprint for states, educational institutions, and other organizations to use in developing effective career guidance programs. The following products have been developed to aid in this effort:

- Trainer's Manual
- State Resource Handbook

- Local Handbooks: Elementary, Middle/Junior High School, High Schools, Postsecondary Institutions, and Community and Business Organizations
- VHS Videotape, "A Focus for Action"
- VHS Videotape, "Career Counseling for Change: Helping Students Transition from School to Work"

To date, the guidelines have been adapted by over forty states. Resources such as the *Get a Life* Career Development Portfolio use the guidelines as competency standards, and Career Information Delivery Systems (CIDS) include them as part of career searches. The guidelines also provide the foundation for establishing the career development component of School-to-Work Transition Programs.

To obtain a complete listing of competencies and indicators for all levels and further information on the National Career Development Guidelines, contact

National Occupational Information Coordinating Committee
(NOICC)
2100 M Street, NW, Suite 156
Washington, DC 20037
Phone: (202) 653-5665
FAX: (202) 653-2123

To order products, contact

NOICC Training and Support Center (NTSC)
Customer Service
1500 Water Seventh Avenue
Stillwater, OK 74074-4364
Phone: (800) 522-5810
(405) 743-5197

REFERENCE

National Occupational Information Coordinating Committee. (1989). *The national career development guidelines: Trainer's manual.* Washington, DC: Author.

Table 2

Career Guidance and Counseling Competencies by Area and Level

Elementary	*Middle/Junior High School*	*High School*	*Adult*
SELF-KNOWLEDGE			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
EDUCATIONAL AND OCCUPATIONAL EXPLORATION			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
CAREER PLANNING			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Source: NOICC (1989).

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